

## **Sample Comprehensive Evaluation Of a Beginning Teacher**

### **Sample 2**

**Iowa Department of Education  
January 17, 2003**

Thanks to the following people for assistance with this project: Cindy Slauson, Jane Neff, Joan Crowl, Tonya Urbatsch, Bonnie Graeber, Judy Keith, and Deb Etchseon. Additional thanks to Mitzi Chizek, who is not an IEATP trainer. These Iowa Evaluator Approval Training Program trainers coordinated with working evaluators in the field to develop sample comprehensive evaluations based on real work. This work, while based on real information, is modified to make it a generic sample.

This sample is not intended to be an exemplar, but to simply present a possible way that this comprehensive evaluation can be developed. In all cases, the final product and determination of whether a beginning teacher meets all eight standards through the collection of evidence to support the criteria is a local issue.

## Comprehensive Evaluation Summative Evaluation Form

Teacher: Peter James \_\_\_\_\_ Folder #: C3P0 \_\_\_\_\_  
Evaluator: Deborah Errorfree \_\_\_\_\_ Folder #: R2D2 \_\_\_\_\_  
School Name: Green River CSD \_\_\_\_\_  
Grade Level: 7-12 \_\_\_\_\_ Subjects: Language Arts \_\_\_\_\_ Year: 1 2 3

### Directions:

In the narrative under each standard, the evaluator should incorporate and address each criterion.

### **1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.**

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

#### **Evidence to support attainment of or failure to meet standard:**

Peter has taken an active role with our district subject area committee for the Reading and Language Arts curriculum of our K-12 district. In this capacity, he played an important role in the development of and support for our district student achievement goals. Part of the work completed by this committee was to develop a parent communication letter about our standards and benchmarks and how we will monitor students' progress toward success with those benchmarks. In turn, Peter created a communication form for both students and parents about progress on the benchmarks for his own Language Arts classes. Also, this committee completed an item analysis of the Iowa Tests and looked at the gaps and redundancies with our Reading and Language Arts curriculum. By following through after these activities, Peter **has successfully addressed criteria 1a, 1b, 1c, 1f and 1g.**

Peter has begun the use of a spreadsheet that connects student work including daily work, homework and assessments to the district curriculum standards and benchmarks. He has begun to use this database as part of his decision-making routine when planning for instruction. By following through after these activities, Peter **has successfully addressed criterion 1c.**

It is apparent from observations in Peter's classroom, not only by his instructional behaviors, but also by the physical learning environment of his classroom, that there is an environment of mutual respect, rapport and fairness. This is evidenced by display of student work and progress on the benchmarks bulletin board, observed teacher to student and student to student interactions, and examples of student work. With his use of the benchmark database, the classroom environment and instructional interactions, Peter **has successfully addressed criteria 1c, 1d, and 1e.**

**Circle one:**

**Meets Standard**

Does Not Meet  
Standard

58% of 8th students achieved in the proficient range for reading comprehension as measured by the Iowa Tests of Basic Skills in the 2000-2001 school year and 60% of 8th grade students achieved in the proficient range for reading comprehension in the 2001-2002 school year. 55% of 11th grade students achieved in the proficient range for reading comprehension as measured by the Iowa Tests of Educational Development in the 2000-2001 school year, and 58% of the 11th grade students achieved in the proficient range for reading comprehension in the 2001-2002 school year. Peter has participated in reviewing this and other student achievement data to work on the Green River Annual Improvement Goals. By following through after these activities, Peter **has successfully addressed criterion 1c.**

**Please note the following artifacts in Peter's portfolio:**

1. Parent letter about standards and benchmarks
2. Parent/student communication form about student progress on benchmarks.
3. Sign-in sheet including Peter's name for Subject Area Committee meetings with a log of notes from the meeting.
4. Photo of benchmark bulletin board with student work displayed in conjunction.
5. Student artifacts.
6. Spreadsheets of student work to benchmarks.
7. Classroom observation anecdotal notes.
8. Item analysis of Iowa Tests and curriculum match notes.
9. Sign in sheet including Peter's name, for the school improvement meeting to review student achievement and Green River Annual Improvement Goals.

☐ **Additional documentation/artifacts applicable to this standard are attached as Appendix A-1.**

**2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.**

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

**Evidence to support attainment of or failure to meet standard:**

Peter has demonstrated his expertise in the content knowledge necessary for updated and revising the districts reading and language arts curriculum while serving on the reading and language arts curriculum committee.

This evaluator observed Peter's use of more than one lesson plan within a unit. His lesson plans and his instruction showed that he had clearly outlined the key components of the content, showed various perspectives for the concepts and provided for a range of student learning styles and abilities. With these, Peter **has successfully addressed criteria 2a, 2b and 2d.**

Peter has shown an emerging breadth of range for instructional strategies and has reached out to at least two colleagues to relate concepts across the curriculum. Although he could benefit by continuing to increase his range of instructional strategies, he has shown willingness to acquire additional strategies to add to those he already uses. He collaborated with the Visual Arts and Music teachers to integrate fine arts into his early American fiction unit. He collaborated with the US History teacher to integrate the essay writing unit with the Industrial Revolution unit. With these activities, Peter **has successfully addressed criteria 2b and 2c.**

**Please note the following artifacts in Peter's portfolio:**

1. Sign in sheet with Peter's name for Subject Area Committee meetings with a log of notes from the meeting.
2. Student artifacts: Student writings
3. Lesson plans for Early American Fiction unit.
4. Lesson plans for Essay Writing

**Circle one:**

**Meets Standard**

Does Not Meet  
Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.

**3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.**

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

**Evidence to support attainment of or failure to meet standard:**

Peter has begun the use of a spreadsheet that connects student work including daily work, homework and assessments to the district curriculum standards and benchmarks. He has begun to use this database as part of his decision-making routine when planning for instruction. With this, Peter **has successfully addressed criterion 3a.**

58% of 8th students achieved in the proficient range for reading comprehension as measured by the Iowa Tests of Basic Skills in the 2000-2001 school year and 60% of 8th grade students achieved in the proficient range for reading comprehension in the 2001-2002 school year. 55% of 11th grade students achieved in the proficient range for reading comprehension as measured by the Iowa Tests of Educational Development in the 2000-2001 school year, and 58% of the 11th grade students achieved in the proficient range for reading comprehension in the 2001-2002 school year. Peter has participated in reviewing this and other student achievement data to work on the Green River Annual Improvement Goals. He has also identified the students who are not proficient and is making plans to provide additional support. Peter uses volunteers, namely some community members, to read with the students. These mentor/student share/read sessions are scheduled on a bi-weekly basis. By doing these things, Peter **has successfully addressed criteria 3a and 3d.**

As part of his classroom routine, Peter instructs students in his expectations for classroom conduct, both academic, social and behavioral. He implements both student interaction techniques (students teaching students about expectations), as well as posts all routines clearly on the walls of his classroom, and in student assignment logbooks. At the beginning of each semester, Peter administers a student interest survey and references the results when planning for and conducting instruction. With these activities, Peter **has successfully addressed criteria 3b, 3c and 3d.**

Peter uses multiple resources beyond the Literature and Composition textbooks, including elements of technology, such as word processing, appropriate internet web sites, and graphics producing programs such as Appleworks and PowerPoint. With this Peter **has successfully addressed criteria 3d and 3e.**

**Please note the following artifacts in Peter's portfolio:**

1. Student artifacts: Student Interest Surveys, classroom routine logs, student writings.
2. Lesson plans for Early American Fiction unit.
3. Lesson plans for Essay Writing
4. Item analysis of Iowa Tests and curriculum match notes.
5. Sign in sheet including Peter's name, for the school improvement meeting to review student achievement and Green River Annual Improvement Goals.
6. Classroom rules and routines posters
7. PowerPoint worksheet from Early American Fiction unit.
8. Web site checklist for student use.

**Circle one:**

**Meets Standard**

Does Not Meet  
Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.

#### 4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

##### Evidence to support attainment of or failure to meet standard:

In the delivery of instruction, as observed on 4 occasions, Peter followed through with his lesson plans as written. Although in his use of immediate feedback to students through verbal interaction and in his review of student work in class, he has tended to give more frequent feedback to the male students than to the female students, since he visited with his mentor about this, he has developed a checklist for himself to monitor this. This checklist has also allowed him to adapt his delivery based upon immediate feedback from students. He also considers the results of the student interest surveys as he delivers instruction. This came up as a result of a conference we had together after one of his classroom observations. With these uses of feedback, he **has addressed criteria 4c and 4e.**

Peter has involved the students in the development of a rubric for a quality essay, and for quality sentences and paragraphs. Peter has shown an emerging breadth of range for instructional strategies and has reached out to at least two colleagues to relate concepts across the curriculum. Although he could benefit by continuing to increase his range of instructional strategies, especially those that will demonstrate increased student learning, he has shown willingness to acquire additional strategies to add to those he already uses. These actions show that Peter **has successfully addressed criteria 4b and 4d.**

Peter uses multiple resources beyond the Literature and Composition textbooks, including elements of technology, such as word processing, appropriate internet web sites, and graphics producing programs such as Appleworks and PowerPoint. With this Peter **has successfully addressed criteria 4d and 4f.**

Peter has begun the use of a spreadsheet that connects student work including daily work, homework and assessments to the district curriculum standards and benchmarks. He has begun to use this database as part of his decision-making routine when planning for and delivering instruction. With this, Peter **has successfully addressed criterion 4a.**

Peter has videotaped himself in the midst of instruction and has completed a self-assessment of his work using these criteria. This has helped him to **address all criteria of standard 4.**

##### Please note the following artifacts in Peter's portfolio:

1. Student artifacts: Student Interest Surveys, classroom routine logs, student writings, rubrics
2. Spreadsheets of student work to benchmarks.
3. Web site checklist for student use.
4. Anecdotal notes from observations.
5. Teacher made video of classroom instruction with self-assessment.
6. Lesson plans with notes for further adjustments.
7. Student achievement data from district and classroom assessments.
8. PowerPoint worksheet from Early American Fiction unit.

Circle one:

**Meets Standard**

Does Not Meet  
Standard

☐ **Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.**

## 5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

### Evidence to support attainment of or failure to meet standard:

Peter has begun the use of a spreadsheet that connects student work including daily work, homework and assessments to the district curriculum standards and benchmarks. He has begun to use this database as part of his decision-making routine when planning for and delivering instruction. With this, Peter **has successfully addressed criteria 5a and 5c.**

Peter created a communication form for both students and parents about progress on the benchmarks for his own Language Arts classes. With this he **has successfully addressed criterion 5e.**

Peter has involved the students in the development of a rubric for a quality essay, and for quality sentences and paragraphs. He has also instructed his students in the use of self-assessment. They use a self-assessment form for most of their written and some oral assignments. Peter also uses a checklist to monitor the quality and frequency of his feedback to students. With this Peter **has successfully addressed criteria 5b and 5d.**

Peter has taken an active role with our district subject area committee for the Reading and Language Arts curriculum of our K-12 district. In this capacity, he played an important role in the development of and support for our district student achievement goals. Part of the work completed by this committee was to develop a parent communication letter about our standards and benchmarks and how we will monitor students' progress toward success with those benchmarks. In turn, Peter created a communication form for both students and parents about progress on the benchmarks for his own Language Arts classes. Also, this committee completed an item analysis of the Iowa Tests and looked at the gaps and redundancies with our Reading and Language Arts curriculum. With these activities, Peter **has successfully addressed criteria 5e and 5f.**

### Please note the following artifacts in Peter's portfolio:

1. Student artifacts: student writings, rubrics, assessments
2. Spreadsheets of student work to benchmarks.
3. Parent letter about standards and benchmarks
4. Parent/student communication form about student progress on benchmarks.
5. Sign in sheet including Peter's name for Subject Area Committee meetings with a log of notes from the meeting.

Circle one:

**Meets Standard**

Does Not Meet  
Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-5.

## 6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

- Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- Establishes, communicates, models and maintains standards of responsible student behavior.
- Develops and implements classroom procedures and routines that support high expectations for learning.
- Uses instructional time effectively to maximize student achievement.
- Creates a safe and purposeful learning environment.

### Evidence to support attainment of or failure to meet standard:

As part of his classroom routine, it has been observed that Peter instructs students in his expectations for classroom conduct, both academic, social and behavioral. He implements both student interaction techniques (students teaching students about expectations), as well as posts all routines clearly on the walls of his classroom, and in student assignment logbooks. At the beginning of each semester, Peter administers a student interest survey and references the results when planning for and conducting instruction. With these activities, Peter **has successfully addressed criteria 6a, 6b, 6c.**

Peter has involved the students in the development of a rubric for a quality essay, and for quality sentences and paragraphs. He has also instructed his students in the use of self-assessment. They use a self-assessment form for most of their written and some oral assignments. Peter also uses a checklist to monitor the quality and frequency of his feedback to students. With this Peter **has successfully addressed criteria 6c and 6d.**

Through 4 different observations as well as viewing videotapes of Peter's instructional practice, it is evident that students are and perceive that they are safe and have a purpose for learning in his classroom. Notes from these observations will point out that Peter **has successfully addressed criterion 6e.**

### Please note the following artifacts in Peter's portfolio:

- Student artifacts: student writings, rubrics, assessments
- Parent/student communication form about student progress on benchmarks and about student conduct.
- Classroom rules and routines posters
- Teacher made video of classroom instruction with self-assessment.
- Anecdotal notes from classroom observations.
- Office referral data with notes attached.

Circle one:

**Meets Standard**

Does Not Meet  
Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.

## 7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- Demonstrates habits and skills of continuous inquiry and learning.
- Works collaboratively to improve professional practice and student learning.
- Applies research, knowledge, and skills from professional development opportunities to improve practice.
- Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

### Evidence to support attainment of or failure to meet standard:

Peter has attended all teacher in-service activities provided by the Green River Community School District. During these activities, Peter is actively engaged with his peers in learning and applying concepts. One such activity has included participation with a follow-up learning team. This has helped him **successfully address criteria 7a and 7c.**

Peter continues to further his learning by attending professional development classes toward completing an endorsement in English Language Learning. Our district values this since we have an increasing ELL student population. This has helped him **successfully address criteria 7a and 7c.**

58% of 8th students achieved in the proficient range for reading comprehension as measured by the Iowa Tests of Basic Skills in the 2000-2001 school year and 60% of 8th grade students achieved in the proficient range for reading comprehension in the 2001-2002 school year. 55% of 11th grade students achieved in the proficient range for reading comprehension as measured by the Iowa Tests of Educational Development in the 2000-2001 school year, and 58% of the 11th grade students achieved in the proficient range for reading comprehension in the 2001-2002 school year. Peter worked with his peers to review this and other student achievement data while working on the Green River Annual Improvement Goals. By doing these things, Peter **has successfully addressed criterion 7b.**

Peter has taken an active role with our district subject area committee for the Reading and Language Arts curriculum of our K-12 district. In this capacity, he played an important role in the development of and support for our district student achievement goals. Part of the work completed by this committee was to develop a parent communication letter about our standards and benchmarks and how we will monitor students' progress toward success with those benchmarks. In turn, Peter created a communication form for both students and parents about progress on the benchmarks for his own Language Arts classes. Also, this committee completed an item analysis of the Iowa Tests and looked at the gaps and redundancies with our Reading and Language Arts curriculum. By following through after these activities, Peter **has successfully addressed criterion 7b.**

At this time, the building has a very generic staff development plan; however, Peter has developed an individual professional development plan based upon the student achievement data of his students, the annual improvement goals of the district, and his own professional development goals. By following through after these activities, Peter **has successfully addressed criteria 7a and 7d.**

### Please note the following artifacts in Peter's portfolio.

- Transcripts from ELL classes.
- Sign in sheets and evaluation forms from teacher in-services showing Peter's participation. (evaluation forms provided from Green River AEA consultants)
- Learning team logs and implementation logs from learning team practices (from Green River AEA Professional Development catalog.
- Student Achievement data review and notations.
- Sign in sheet including Peter's name, for the school improvement meeting to review student achievement and Green River Annual Improvement Goals.
- Personal Professional Development plan from Green River AEA Professional Development catalog.

Circle one:

**Meets Standard**

Does Not Meet  
Standard

☐ **Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.**

**8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.**

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

**Evidence to support attainment of or failure to meet standard:**

Based upon observation of Peter's conduct in the classroom and in other school settings, such as in the hallways, at extra curricular activities (Peter is an assistant track coach and assists another teacher with the speech and drama activities), and at professional development activities, it is evident that Peter is successfully fulfilling his professional responsibilities.

**Successfully addressed criteria 8a, 8b, 8d.**

Based upon office data sources, Peter does not have an exceeding number of office referrals for disciplinary issues, and does not have an excessive number of student absences from any of his classes. In fact, his 7th and 8th grade language arts classes have a very high attendance rate and the attendance rate for his HS classes is 95%.

**Successfully addressed criterion 8d**

Peter has taken an active role with our district subject area committee for the Reading and Language Arts curriculum of our K-12 district. In this capacity, he played an important role in the development of and support for our district student achievement goals. Part of the work completed by this committee was to develop a parent communication letter about our standards and benchmarks and how we will monitor students' progress toward success with those benchmarks. In turn, Peter created a communication form for both students and parents about progress on the benchmarks for his own Language Arts classes. Also, this committee completed an item analysis of the Iowa Tests and looked at the gaps and redundancies with our Reading and Language Arts curriculum. By following through after these activities.

**Successfully addressed criteria 8c and 8e.**

Although Peter could increase his expertise in working with diverse learners, specifically students with low ability, he has shown a willingness to look at general education interventions for students with IEPs. He has regularly attended IEP meetings when asked. He was an active participant at the in-service about general education interventions that was provided by Green River AEA. **Successfully addressed criteria 8c and 8e.**

Peter has participated in the required review of district policy and state and federal mandates. He has completed the new mandatory abuse training as provided on-line through Green River AEA and Heartland AEA. **Successfully addressed criterion 8a.**

**Please note the following artifacts in Peter's portfolio.**

1. Office data for attendance, tardies and discipline referrals.
2. Sign in sheets and evaluation forms from teacher in-services showing Peter's participation. (evaluation forms provided from Green River AEA consultants)
3. Parent letter from track student.
4. Programs from drama activities.
5. Review log for district policy.
6. Transcript from mandatory abuse training.
7. IEP sign in and Teacher reports.
8. Anecdotal notes from observation.

**Circle one:**

**Meets Standard**

Does Not Meet  
Standard

☐ **Additional documentation/artifacts applicable to this standard are attached as Appendix A-8.**

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- ☐ The teacher is a first year Beginning Teacher.  
**X The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license.**  
☐ The teacher fails to meet the Iowa Teaching Standards.  
☐ The teacher is being recommended for a third year before a license decision is made.\*

Evaluator's Signature: {signature}\_\_\_\_\_ Date: {date}\_\_\_\_\_

Evaluation Period: August, 2001 to May, 2003

Teacher's Signature: {signature}\_\_\_\_\_ Date: {date}\_\_\_\_\_

\*The district must contact the Board of Educational Examiners to extend the provisional license for a third year. There will be a form provided by the Board of Educational Examiners for the evaluator to use to communicate the decision made on each 2<sup>nd</sup> year teacher. This form will be available in the spring of 2003.